

CURRICULUM JOURNAL

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NEWS NOTES

Associate Editor Resigns. We are very sorry to announce that Mr. Everett of Northwestern University has been forced to resign his position as associate editor of the CURRICULUM JOURNAL because his time will be fully occupied with new responsibilities. He assisted materially in the development of the CURRICULUM JOURNAL at a time when it was enlarging its scope. He will be replaced by J. Paul Leonard, Associate Professor of Education at Stanford University, who has worked extensively in the fields of curriculum for a number of years.

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New Mexico Plans for 1937-38. New Mexico enters the second year of its state program for the Improvement of Instruction. A curriculum laboratory has been established at the University. Mrs. Marie M. Hughes, the Associate Director of the state program, will be in charge of the production side of the work. A series of bulletins has been planned and will be published within a few months. The directors have enjoyed the cooperation of many of the city and county superintendents, in addition to the classroom teacher. These people are making definite plans to push the work the coming year, and the outlook seems very promising.

Pre-School Meeting on Curriculum Revision. Superintendent F. S. Root of the Public Schools of Fayetteville, Arkansas, held his pre-school teachers' conference Wednesday, Thursday, and Friday, September 1, 2, and 3 this year. Ed McCuiston, Director of Curriculum Revision, State Department of Education addressed the group on the "Status of Curriculum Revision in Arkansas." Other interesting topics presented were: "Tendencies of Teachers to Read and Discuss Curriculum Revision but not to Change Their Teaching Procedures," by Mrs. Louise Bell; "Effects of Curriculum Revision on Classroom Teaching," by Mrs. G. C. Ellis; "Changes in Instructional Procedures in the Elementary Schools," by Miss Faye Warbritten; and "What to Do About It," by Miss Virginia Sue Hayter. B. R. Walker presided at the first panel discussion and considered "Integration and Interest Appeal Aspects." Members of this panel included: Miss Rebecca George, Miss Christine Coffman and Miss Beulah Whitcomb. Another panel composed of M. H. Ziegler, Roy Simpson, and C. A. Short discussed "Departmental and Academic Aspects." Mr. Owen Delap summarized the session with "An Equational Setup of the Issue."

Curriculum Revision in Chester, Pennsylvania. The teachers in the public schools of Chester are just rounding out the second year of a curriculum revision program. During the first year of this constructive effort, orientation in the field of curriculum revision, with emphasis on the basic principles which underlie such projects, was the main objective. During the current year the project was organized into units assigned to several committees which work under the direction of a steering committee. Among the several units were the following: Subjects and guiding principles, sociological survey and programming and grade placement. In the elementary and secondary schools there were also committees on the language arts and the social studies which examined units prepared by other schools, consulted recent professional books on the subject in hand, and tried out certain units borrowed from other institutions.

Curriculum Development in Arizona. In the last four years eleven elementary courses of study have been issued by the Arizona State Department of Education. Two new courses in Americanization and Elementary Science are now off the press. The Department is giving attention to the improvement of instruction through the building of larger learning units and enriched libraries and facilities for visual education. Under the guidance of E. W. Montgomery, Superintendent of Phoenix Union High School, com-

mittees have prepared forty-four different courses, some for large high schools, and some for small schools. Experimentation of these courses at the present time will be followed by revision and publication. There has been some experimentation with integration and fusion.

Summer Work in Curriculum Revision in the Houston Schools. Part of the curriculum development plan in the Houston Schools is to employ teachers full time during the summer vacation to participate in actual writing phase of the curriculum revision program. This plan was continued during the summer of 1937, using from thirty to forty teachers working in the Central Offices of the School District under the supervision of the Curriculum Director and the supervisors. Throughout the school year plans for this summer work were laid, meetings of curriculum committees were held, in order that the opinions and contributions of most of the teachers could be utilized by the few who did the intensive work during the summer. The major problem during the past school year and for the past summer involved the complete revision of the arithmetic program from the kindergarten to the ninth grades, including the revision of the course of study and the construction of work-books for each half-grade. The plan included social arithmetic for the eighth and ninth grades. In addition to this, work was continued on the social studies

courses, English, foreign language and certain other high school subjects.

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A New Course in Social Studies.

The teachers of the Newport, Rhode Island, public schools have recently developed a new unit course in the social studies under the guidance of H. E. Wilson of Harvard University. The course begins in Grade IV with a study of the Mediterranean World; in Grade V, world exploration; in Grade VI, "the sweep across the continent," study of the natural resources of the United States; Grade VII, narrative of United States history to the end of the nineteenth century; Grade VIII, the United States in a world of nations; Grade IX, civics; Grade X, world history; Grade XI, history of the United States, political and social; Grade XII, problems of democracy.

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Schools of Preston, Idaho, Study Modern Trends. For the past year the teachers of the Preston schools have been meeting for a two-hour period on alternate weeks for professional study. "Reorientation in Education" has been used as the theme for study. In the survey the sociological basis of education, the psychological basis of education and curriculum organization have been considered. Much of the work was done by faculty committees, but outside assistance was had for some of the meetings from Dr. W. L. Wanlass, Dr. Lowry Nelson, Dr. Arden Frandsen, Dr. C.

L. Anderson, and Dr. B. K. Farnsworth of the Utah State Agricultural College; Miss Loretta Byers of the University of Idaho, Southern Branch; Dr. A. C. Lambert of the Brigham Young University; and Dr. John T. Wahlquist of the University of Utah. Largely as a result of these meetings faculty members voted to inaugurate the integrative approach to education using a social studies core. This approach will be tried in all grades of the elementary schools. In the junior high school four teachers will try the approach. Each teacher will have the same group of pupils for a three-hour period daily. In the senior high school two teachers will make the trial, each one of which will have the group for two hours per day. This study program was under the direction of Superintendent R. F. Campbell and a committee from the local teachers' association.

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Curriculum Improvement in North Dakota Schools. Three programs for curriculum improvement in the seventh and eighth grades of different types of schools were carried on in North Dakota during the past school year under the direction of Professor A. V. Overn. The point of emphasis in all three programs was to integrate the school experiences of the pupils about their individual interests. Superintendent Charles Johnson of Cavalier County reported a type of integration of subject matter into large general units in four rural schools. Superintendent George

F. Stewart of McVillie centered the experiment in the integration of the curriculum for his seventh and eighth grades around a study of North Dakota. Principal Theodore Hanson of the South Junior High School, Grand Forks, conducted a controlled experiment to integrate for each pupil in the experimental group his experiences in connection with his academic subjects of study. This integration was accomplished through the use of an extra thirty-minute period each day for six weeks, which was devoted to dramatics.

A State Curriculum Society Formed in Kentucky. The members of the Society for Curriculum Study who reside in the State of Kentucky took steps toward the formation of a local society in that state at the last meeting of the Kentucky Education Association. The following officers were elected: Arville Wheeler, Superintendent of Schools, Paintsville, Kentucky, Chairman; J. E. Brewton, Research Director, Louisville Public Schools, Secretary. The members of the executive committee include: Nan Lacy, Lexington Public Schools; R. E. Jagers, State Department of Education; J. J. Oppenheimer, University of Louisville.

Seattle Issues a Guide to Materials. The Seattle Kindergarten-Primary Section of the Social Studies Curriculum, Miss Helen Quigley, Chairman, has completed for September distribution mimeographed working lists of "Where to Find Materials" for each age level.

The use of good materials already on hand and the addition of newer materials of value is stressed. Space for comment by the teachers who use the lists has been provided for and the classification is open to criticism and discussion.

A Journal for the Study of Growth. A new periodical entitled *Growth* has recently appeared which attempts to bring together studies of development from several fields. Mr. S. A. Courtis, the secretary of this venture, points out that since present-day specialization hinders progress, it is necessary to establish a medium for studies of growth, whereby the advances in one field may be spread to related fields. The journal is published by contributors and subscribers on a cooperative, nonprofit, nonsalary basis. Work will be published in which the approach is through mathematics, physics, chemistry, genetics, embryology, philosophy, and anthropology. The subscription price is \$3.50 and should be sent to Professor S. A. Courtis, School of Education, University of Michigan, Ann Arbor, Michigan.

Stanford Education Faculty Prepares Book. Over a score of the members of the Stanford Education Faculty have cooperatively prepared a volume entitled *The Challenge of Education*. It is addressed to students who are viewing education as a possible life career and to teachers and administrators who are interested in studying recent and probable future trends in education.

Appraisal Instruments Prepared.

Growing out of the testing program inaugurated at Central State Teachers College, and later in use at Michigan State College as well, is a series of appraisal instruments useful to high school teachers. These are available from the State Department of Public Instruction, Lansing, Michigan.

Cranbrook School Employs Educational Adviser. Rudolph D. Lindquist has been employed as Educational Adviser by the Cranbrook School for Boys, Bloomfield Hills, Michigan. This school is one of six foundations established by Mr. George G. Booth, owner of the *Detroit News*. The others are: Kingswood School for Girls, Grades 7-12; Brookside School for Children, Grades 1-6; Cranbrook Academy of Art; Cranbrook Institute of Science; Christ Church Cranbrook. The school for boys is a boarding school (enrollment about 250). It has a splendid physical plant and an able corps of instructors. Because of its financial support and the con-

tributions which the other foundations can make to its development it affords a splendid laboratory for developing a unique and significant program of education for boys.

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Evaluating Student Growth.

During the spring of 1937, teachers in the Greeley Secondary Schools attempted to discover just what methods could best be used to evaluate various outcomes. The teachers believe that a single grade symbol is a very inadequate means of evaluating student accomplishment and growth. The procedure used this spring consisted in making out for each student a sheet upon which were listed the outcomes for each curriculum area. Traditional type tests were used for measurement of facts and skills. Many new type tests were tried out in an attempt to measure such outcomes as understanding of principles and ability to solve problems. Observation techniques were used to determine the status of students in regard to outcomes which could not be measured by paper and pencil tests.



TEN YEARS OF CURRICULUM PLANNING BY THE NORTH CENTRAL ASSOCIATION

By L. W. WEBB
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Ten years ago the Committee on Standards for Use in Reorganizing Secondary School Curricula made its first extended report¹ to the North Central Association. This Committee had been working since 1920. A brief printed report was presented to the Association in 1924.²

The first four years of its work the Committee spent largely in setting up a philosophy and a pattern of procedure that could be used in reorganizing secondary school curricula. The initial task of the Committee was to frame a statement of the functions of secondary education. Due cognizance was taken of previous statements of such functions.

The Committee agreed on four major aims or purposes of secondary education. The curricula of the high schools should be so organized that there should result within the students the dispositions and abilities to carry on successfully activities in four major areas. The statement of these major or ultimate objectives follows:

I. The health ultimate objective: *To secure and maintain a condition of personal good health and physical fitness.*

¹See *North Central Quarterly*, March, 1927.

²See *Report of North Central Association Proceedings*, Part II, 1924.

II. The leisure-time ultimate objective: *To use leisure time in right ways.*

III. The social ultimate objective: *To sustain successfully certain definite social relationships—civic, domestic, community, and the like.*

IV. The vocational ultimate objective: *To engage successfully in exploratory-vocational and vocational activities.*

Previous to the work of this Committee the Association had dealt largely in terms of the old Carnegie Units. In other years at different times committees had made reports on quantitative units. The two reports of the Committee on Standards for Use of Secondary School Curricula mentioned above had emphasized that it was in no sense concerned with the quantity or amount of the units, but that it was dealing with the quality or kind of materials necessary to accomplish the objectives. The reports of this Committee were adopted by the Association, but many were still interested in the Carnegie Units. Consequently a Committee on Quantitative Units was appointed in 1925. This Committee, after one year of work, made a report to the Association. This report was the last one ever made to the Association on Quantitative Units, for the Committee was combined with the one work-

ing on the qualitative basis. Since that time all the work of the Committee has been carried on in the light of a qualitative philosophy.

After the Committee had framed a statement of its qualitative philosophy and outlined a pattern of procedure it began to look for illustrations of the kinds of materials that would serve to help accomplish the functions agreed upon. A number of sub-committees were established to carry out this purpose. For example, there was a Committee on English; one on Social Studies; others on Mathematics, French, German and Spanish, Latin, Home Economics, Music, Art, Biology, Physics, Chemistry, General Science, Physical Education. These sub-committees were supposed to analyze the content of their fields and pick out those materials that would better accomplish the functions set up by the main committee. Many of these committees did excellent work; others reported elaborate bibliographies. For five years the sub-committees presented their reports which were then published in the *North Central Quarterly* from time to time.

During this period there was a certain assumption guiding the work of all these various committees. It was assumed that the values of the various subjects of the secondary school curriculum for accomplishing the desired functions could be discovered by an analysis of the structure of this subject matter. In other words, the committees followed the procedure of the physiologists who endeavor to discover the functions of the or-

ganism by analyzing its structure. After several years of work along this line it appeared that the assumption had been fairly well tested. One could go so far on this procedure and no farther.

At this juncture it appeared wise to bring together all the work of the Committee and to organize it into one volume. An editing committee was appointed for this purpose. The members of this Committee worked hard for a year. Many of the sub-committees did additional work on their reports. In the spring of 1933 the North Central Association issued the volume entitled "The Reorganization of Secondary School Curricula." In reading the first two chapters and the last chapter in this book one will find amplified the fundamental philosophy underlying all this work. The rest of the volume is devoted to the reports of the sub-committees on the various subject matter fields.

From the beginning of its work the Committee on Standards for Use in the Reorganization of Secondary School Curricula had assumed that the curriculum of the secondary school needed a thoroughgoing reorganization. It had tried to effect this reorganization by the analysis of the structure of the curricula. This procedure did not bring about much reorganization. It now appeared that the desired reorganization could not be brought about unless the structure of the curriculum itself were changed. A new committee was established with the name "The Committee on Functional Units of Secondary School Curricula." This Committee worked

for two or three years and produced one or two units that did not seem to be very functional in the light of the underlying philosophy. The word "Units" seemed to get in the way of the thinking about and the application of the major philosophy; namely, the establishing of a certain goal, say health, and then giving the children experiences from any source whatsoever, biology, physics, chemistry, sociology, psychology, that will function in enabling the children to really live healthier lives.

This Committee is still working, but its name was changed several years ago. It is now called the "Committee on Functional Organization of Secondary School Curricula." Getting rid of the word "Unit" seemed to clarify the atmosphere of the Committee in thinking about its problems. But that word "Unit" dies very slowly and many persist in using it. However, this Committee is not concerned with units; it is dealing with functions around which it hopes the curricula of the secondary schools may be organized so that these functions become operative in the lives of high school boys and girls.

The Committee from the beginning of its work never assumed that its procedure was the only plan for reorganizing the secondary school curricula. Neither did it assume that if a high school used the four major objectives, health, leisure, social relations, vocational, around which to build its general curricula, there would be no place in that high school for specialized curricula. There is nothing in this qualitative

philosophy of the curriculum that even implies it is unsound for a high school to offer special courses to meet specific functional needs of students. Such a procedure would be in harmony with the philosophy. However, the philosophy is based on the assumption that the four basic functional needs of students will be adequately cared for in such a school by organizing the general curricula around the major objectives.

Three years ago the Committee on Functional Organization of Secondary School Curricula decided that it would devote its energies to applying its qualitative philosophy to actual practice in the high schools. If the curriculum of secondary schools is to be reorganized the point of attack must be the operating curriculum in the high schools. The Committee invited representatives of a number of high schools to meet with it and discuss the possibility of a cooperative experiment between the high school and the North Central Association in initiating the reorganization of the curricula on the qualitative philosophy.

It was thought wise to work in only one area, that of health. Mr. H. H. Ryan, Principal of Wisconsin High School, Madison, Wisconsin, had been working for two years in reorganizing the curricula in that school around the four major objectives of the North Central Association. The University of Wisconsin agreed to let this Committee employ Miss Lynda Weber, director of the functional health curriculum, for part of her time.

The Committee told the representatives of these schools that Miss Weber and some members of the Committee would come into their schools and help them to organize their functional health instruction. The Committee holds to a philosophy or set of principles it would like to see applied to the actual reorganization of the curricula in the schools. The schools were urged to study their own situation and work out the application of the functional health principles to their needs. The Committee agreed to come in and help the schools solve their problems.

Five of the high schools agreed to start the work in the fall of 1935. The spring of 1935 was spent in visiting the five schools, studying the situations and helping to set up conditions for the starting of the work in the fall. Experience has convinced the Committee that for successful application of its principles at least one semester needs to be spent in understanding the principles in relation to the school and to work out conditions for the application of the principles to that situation.

In the fall of 1937 there will be nine high schools cooperating in this curricular adventure. The five original schools are continuing the experiment. Two new schools are starting this fall. All nine schools are in Northern Illinois and Southern Wisconsin. The work has had to be confined to this area in order to save time and expense. There have been calls for aid from schools more distant in other states which

have not yet been met, due to inadequate funds.

The schools vary in size from between 200 and 300 to over 6,000. Some of the schools have applied the principles to the entire freshman class. Others have started with only one or two classes. The type of student in the classes varied in the several schools. Some groups were made up of a cross section of the freshman class; some classes were made up of slow pupils. In one school the students were normal in ability, but each student had some physical handicap.

It is exceedingly difficult to evaluate the work at its present stage of progress. Evidence has been gathered from the beginning of the experiment to help solve this problem. A complete report of the work will be presented at a later date. In that report due attention will be given to the problem of evaluation.

The writer of this article has worked with eight of the nine schools in setting up and operating the experiment. He has become very enthusiastic about the possibilities of the procedure. Certain evidences seem to indicate that the thinking about curricular problems on the part of the administrators and teachers is undergoing a reconstruction. In some schools the functional approach seems to be leavening the entire school.

In the schools where the work has had greatest success there has been genuine cooperation on the part of the administration and a group of teachers. The ramifications of functional health instruc-

tion are so far-reaching that no one teacher can do the job. One person must of necessity be responsible for directing the work in each school. At times that person will call on the physics teacher, or the teacher of chemistry, physical education, home economics, biology, English, social studies, a nurse or a doctor. Such a procedure is helping to break down vested interests in subject matter fields. It has been a real joy to observe the effects on the teachers as they work in this experiment on their thinking, their cooperativeness, and their teaching.

Considerable data are being gathered indicating that better health habits, ideals, attitudes, and appreciations are being established in the lives of the students. Many pupils are actually practicing in their health problems what they learn in the classroom. In other words, the instruction appears to be actually functioning.

The Committee recognizes that functional health instruction is a problem of the entire school and the community. The schools are being stimulated to make a study of all the things in the school and in the community that interfere with the attempts of the children to practice functional health instruction; also all the things that are an aid to the students in their health venture. It is thus hoped to secure the cooperation of the administrators, teachers, children, parents, and all citizens in making for healthier living on the part of the high school boys and girls.

As soon as it is feasible the Committee plans to cooperate in reorganizing the curricula around the other functions of social relations, leisure, and vocations. Of course, the real purpose of all this work is to help further an actually operative reorganization of secondary school curricula.



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THE MISSISSIPPI CURRICULUM PROGRAM

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and

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In developing the Mississippi Curriculum Program, an attempt has been made: (1) to follow a sound philosophy of education; (2) to provide for a balanced emphasis upon the individual and society; (3) to include in the curriculum not only people's actions, but also the thoughts and feelings underlying their actions; (4) to include a study of all vital areas of human activity or phases of life; (5) to call into use the vital aspects of various fields of knowledge; (6) to study present-day problems in the light of the experience of the past; (7) to develop an understanding of the physical and social environments and afford opportunity for appropriate participation in their improvement; (8) to provide a suitable balance between required work and electives; and (9) to provide for the development of skills, habits, understandings, appreciations, attitudes, and actions needed by children and adults in efficient, useful, and enjoyable living.

PROGRESS OF THE PROGRAM

The first year of the Mississippi Curriculum Program was concerned with studying the educational needs of Mississippi by the teachers and

school administrators of the entire state. The second year of the program was devoted to beginning instructional reorganization, improving programs of work, increasing available instructional materials, and collecting materials to aid in the further development of the program. The same objectives actuated the work of the third year of the program. The additional objectives for the third year were to achieve an understanding of and agreement on a tentative outline of scope for the curriculum, to organize committees to begin production work in the various areas as outlined in the scope of the curriculum, and to lay the basis for an experimental program in the reorganization of the secondary school curriculum. During the summer of 1937 the work was revised and extended. Later tentative drafts of a course of study will be written, tried out and evaluated in classrooms, and then revised and improved.

POINT OF VIEW

A dynamic statement of point of view and constant reference to it when improving the curriculum has been considered of paramount importance and represents a composite

of the opinions of many educational leaders and teachers.¹ Some of the major features of the point of view are given in the next few paragraphs.

The curriculum of each pupil is composed of all his experiences in school under the guidance of teachers. Growth is continuous and is accomplished only through activity of various kinds by the individual himself. Interests, skills, and emotions are bound together and all are involved to some extent in meeting every situation in which the individual is placed.

The school has the major responsibility for the education of the child, but should cooperate with and invite the assistance of other educative agencies in the community. All individuals should be given opportunity to develop to the greatest possible extent their capacities and aptitudes for happy, useful, and successful living. The methods of democracy require that all citizens be intelligent participants in the affairs of social life.

PLAN OF CURRICULUM ORGANIZATION

The Mississippi Curriculum Program provides for (1) the development of social understanding and understanding of the physical environment through the core curriculum; (2) special opportunities for developing individual interests and aptitudes as rapidly as such interests and aptitudes become clearly

differentiated as the child matures; (3) special opportunities for pupils to engage in creative, aesthetic, and recreational activities; and (4) the mastery of basic skills and techniques.

The four areas of emphasis insure that the various phases of the child's development will not be overlooked. However, the teacher should so relate all phases of the curriculum that the work during a given day will develop without noticeable breaks and that each day's work will lead into the next with smoothness and naturalness.

On the basis of these requirements a general plan of curriculum organization has been projected. It is suggested that approximately one-half of the school day extending through the entire period of elementary and secondary education be devoted to the development of social understanding and understanding of the physical environment—the core curriculum. It will involve subject matter from various fields and will be organized around aspects of life which are really functional in nature. As pupils become more mature, however, and their interests become somewhat specialized, the tendency will be to give special emphasis to the social studies and science with English correlated with the two.

Approximately one-fourth of the day in grades one through nine, in the suggested plan, is to be devoted to the mastery of certain general abilities and information of particular significance. This time will be given to the direct teaching needed for developing the ability to read,

¹*A Guide for Curriculum Planning, Mississippi Program for the Improvement of Instruction, Bulletin No. 3, pp. 21-24, 1936. State Department of Education, Jackson, Mississippi, October, 1936. Price 50 cents.*

write, speak, use numbers effectively, and similar abilities. Terminal courses will be provided in these fields during various years of the junior high school. The amount of remedial work needed by certain pupils in various kinds of skills should be provided in grades ten through twelve in connection with the units of work on problems of the physical environment and social living and to some extent in certain elective courses.

It is suggested that the remaining fourth of the day in grades one to six be devoted to recreational and aesthetic activities. Many such activities are included in the core curriculum, but additional provision is needed for them. Recreational and aesthetic expression would be continued beyond grade six through the units of work and through elective courses and club activities. All pupils might well be required to elect some type of recreational or aesthetic expression in grades seven through nine.

It is suggested that one-fourth of the day in the junior high school and one-half of the day in the senior high school be devoted to electives. This may mean three electives for some of the most capable senior high school pupils. These electives serve two functions. They permit pupils who develop special interests and aptitudes in the core curriculum or in out-of-school situations to select courses especially designed to cultivate such interests and aptitudes. They permit, as well, pupils who become interested in academic subject fields to pursue the study of such fields. Also

pupils wishing to secure vocational training may use this opportunity to do so by electing vocational courses.

SCOPE OF THE CORE CURRICULUM

Special committees have prepared a tentative outline of scope of the core curriculum which is based on a carefully considered philosophy of education and a research investigation of areas of human activity and problems of life.

Pupils must come to see the problems which men face as individuals and groups and learn to participate in individual and group activities in and out of school. Pupils need to understand the conditions relating to the problems of life, the race experience out of which they have developed, and the proposals for solving them. This requires that the curriculum be organized around areas of human activity, or phases of life, which are sufficiently dynamic to require knowledge of the present, understanding of the past, and a consideration of the possibilities of the future. In studying the problems and activities of man as analyzed by research investigations, students of society, and educational leaders, it was discovered that all problems and activities tend to fall in certain major areas. For example, a considerable number of our problems and activities group around the purpose of making a home, others around our efforts to preserve and protect life, and still others around making a living. Such areas of human activity represent dominant group and individual purposes which are present in any

civilized society, and which have persisted through many ages.

Thirty-eight classifications of areas of human activity or phases of life were analyzed.² It was found that nine areas of human activity cared for all the items in the thirty-eight classifications. As a further check on the comprehensiveness of the nine areas, recent textbooks in various fields and forty-four bulletins, courses of study, and books dealing with problems and trends in contemporary life were examined, and the problems treated by them were listed. It was found that all the problems of life considered in them could readily be classified under the nine areas of human activity. Consequently, the committee decided that the following nine areas of human activity would provide the most dynamic basis for the organization of the core curriculum:

1. Protecting Life and Health
2. Making a Home
3. Conserving and Improving Material Conditions
4. Cooperating in Social and Civic Action
5. Getting a Living
6. Securing an Education
7. Expressing Religious Impulses
8. Expressing Aesthetic Impulses
9. Engaging in Recreation

SEQUENCE OF THE CORE CURRICULUM

Understanding of the nine areas of human activity involves consideration of the ways in which these areas of life are influenced by such

factors as social institutions, governmental agencies, inventions, and discoveries. Therefore, the sequence of the curriculum may be defined by employing such influences as a basis for determining the scope of the core curriculum in various grades of the school.

The following criteria were used by the committee in determining which influences to employ as centers of interest or emphasis for the various grades:

1. The center of interest should exert significant influence on life.
2. There should be numerous objects and activities within the center of interest which appeal to pupils of the grade concerned.
3. There should be adequate instructional materials of suitable difficulty to develop the center of interest on the level for which it serves as a limitation.

4. The center of interest should provide for maximum growth of desirable concepts and should offer opportunity for participation by the pupils in significant undertakings.

Using these criteria and taking into account an investigation of centers of interest or emphasis in thirty-one outstanding recent courses of study³ the centers of interest tentatively selected for the respective administrative divisions and grades of the school were:

Lower Elementary Grades: Life in Home, School, and Community
Grade 1—Life in Home and School

²O. I. Frederick and Lucile J. Farquear, "Areas of Human Activity," *Journal of Educational Research*, 30: 672-79, May, 1937.

³Lloyd Pace Musselwhite, *Establishment of Centers of Interest and Allocation of Problems of Life to Grade Levels*, Master's Thesis, University of Mississippi.

Grade 2—Life in the Immediate Community

Grade 3—Life in the Extended Community

Upper Elementary Grades: Relation of Life to the Physical and Social Environment

Grade 4 — Life in Markedly Different Physical Environments

Grade 5—Influence of Discoveries and Travel Upon Living

Grade 6—Development of Inventions, Agencies, and Tools of Civilization

Junior High School: Adjusting to and Using the Physical and Social Environment

Grade 7 — Adjusting to and Using the Home, School, and Community

Grade 8 — Adjusting to and Using Inventions and Machines

Grade 9 — Using Science and Social and Governmental Agencies for the Welfare of the Public

Senior High School: Controlling and Improving the Physical and Social Environment

Grade 10—Controlling and Improving Biological and Social Conditions

Grade 11—Controlling and Improving Physical, Social, and Business Conditions

Grade 12—Understanding Major Scientific, Social, and Economic Movements and Trends

It may be noted that the curriculum as tentatively outlined begins in the first grade with the physical

and social environment most familiar to the child, his home, and extends the child's horizon by giving him a better understanding of the school, then of the community, and then of other communities. In grades four through six the horizon of the child is increased still further by emphasizing the relationships between life and the physical and social environment. The junior high school period makes the pupil's relationship to his environment closer and more direct by stressing the individual's adjustment to and use of the physical and social environment. By the time the child enters the tenth grade, he should be ready to take a broader and longer perspective of the problems of life.

It may be noted that the child's horizon is increased from year to year as the child matures and gains a broader and broader background of experience and expands in the variety and scope of his interests. The senior high school years appropriately call for a thorough study of problems and trends in living treated from a long-time point of view.

SUGGESTIVE UNITS FOR EACH GRADE

Problems of life for the core curriculum in grades seven through twelve⁴ were selected mostly from fifteen recent research investigations and books of frontier thinkers and from 145 outstanding recent textbooks emphasizing problems of

⁴*Mississippi Program for the Improvement of Instruction, Bulletin No. 5, Section III, State Department of Education, Jackson, Mississippi, October, 1937.*

life.⁵ The problems were chosen and allocated to areas of human activity and centers of interest or emphasis on the basis of carefully formulated criteria.

The titles for suggestive units of work in grades one through six were formulated by committees after carefully considering the areas of human activity, the centers of interest for the various grades, and titles of suggestive units in outstanding activity curricula. The elementary school bulletin⁶ also

gives attention to the special development of skills and recreational and aesthetic activities.

Several suggestive units of work have been developed for each grade from the first through the twelfth. Many other suggestive units remain to be developed. More needs to be done on other aspects of the curriculum, especially the elective subjects.

In conclusion, it cannot be emphasized too strongly that the Mississippi Curriculum Program is a state-wide, cooperative and voluntary one and that revision in it will be made each year to the extent that seems advisable.

⁵Lucile J. Farquear, *Areas of Human Activity and Problems of Life*, Master's Thesis, University of Mississippi, University, Mississippi, 1937.

⁶*Mississippi Program for the Improvement of Instruction, Bulletin No. 4*, State Department of Education, Jackson, Mississippi, October, 1937.



THE ACTIVITY PROGRAM IN NEW YORK CITY

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Under the supervision of the Division of Elementary Schools of the Department of Education, sixty-nine schools in various parts of the city are conducting experimental work in the Activity Program as a new and informal type of curriculum. These schools were recommended by the local assistant superintendents as typical of the districts over which they have jurisdiction. Each superintendent supervises approximately 40,000 children and 1,000 teachers. The whole group of experimental schools constitutes a good sampling of pupils, teachers, and communities in New York. After a period of six months of orientation and informal experimenting each school under the supervision of the principal made a careful study of the work undertaken in that school to determine whether it should be continued as a desirable type of curriculum in that school. Similarly under the supervision of the local assistant superintendent, a committee of principals and teachers in each local area studied the experimental work in the schools of that area to determine whether the Activity Program is a more effective type of curriculum in that community.

The term "Activity Program" is likely to be confusing. To many people it means different things. The word "Activity" connotes to many teachers manual arts and so-

called "projects." However, the real suggestion in the word "Activity" is the psychological one. Children are naturally active. Left to themselves they do many things. They play; they like to talk to each other; they ask and answer questions; they argue; they investigate; they organize parties or games; they seek companions; they take things apart and reconstruct them; and the like. All these natural activities are natural resources for learning and the basis for useful experiences. Therefore, the Division of Elementary Schools takes the position that the "Activity Program" is not a program of manual arts, but a new type of curriculum based on *experimental learning*. Activities may be social, civic, intellectual, or emotional, as well as manual.

The definition of education recently formulated by the Central Committee on Articulation and Integration, if accepted, demands different environment and different procedures from those of the traditional school. This definition stresses "the actualization of the potentialities of *each individual* in consonance with and for the development of a progressing society." The policy of the new Division of Elementary Schools as announced by Associate Superintendent Bayne shifting the "emphasis from the course of study to the child" de-

mands that we provide for the needs of the individual at all times. Individualized instruction cannot be confined to mere drill and remedial teaching of factual matter or simple skills.

The Activity Program as planned by the Division of Elementary Schools attempts to substitute socialized recitation for teacher domination, significant experiences for mere verbalism, enlightened self-government for imposed repressive discipline, purposeful planning and teaching for formal recitation of sequential subject matter, individual guidance for mass instruction, and an enriched vitalized curriculum for artificial vertical compartmentalized courses of study. The Activity Program may take many forms, but *experimental learning* based on normal activities, interests, and needs of children is fundamental. The tendency has been to increase the time for informal learning considerably as soon as teachers become familiar with the philosophy and procedures.

In order to provide a pattern for the guidance of teachers, the Division of Elementary Schools has recommended the following ten steps, which are being used in the most successful schools:

1. *The Discussion or Conference Period.* The purpose of this is to give the children the largest opportunity to share in the initiating and planning of activities. It includes suggestions, problems, reports, criticisms, and plans. It should take place frequently and should consider problems of discipline and class management.

2. *The Excursion.* The purpose of this is to enable children to see in real life the thing they are studying. It does not mean excursions to distant places, but rather places very near the school, such as a market, a florist, a pet shop, a fur shop, an interesting building or park, an historical site, a department store, a fish store, etc. Several surveys showed the presence of quite a large number of such centers within a few blocks of almost every school. All the usual precautions for care of children should be observed and the work carefully planned and organized in advance.

3. *Visual Aids.* Where a thing cannot be seen in real life, it should be brought into the classroom for careful study through motion pictures, stereopticon slides, pictures, maps, exhibits, globes, and other visual aids.

4. *Research.* The purpose of this procedure is to train children to *know, not guess*. They should have an abundance of material available. They should go to newspapers, encyclopedias, and other sources of information regardless of reading difficulties. They should also conduct oral inquiries. Some teachers classify their materials into three or more groups and require the poorest readers to confine their inquiries to those readings labeled the easiest. Children should learn how to look up material, how to skim, how to get the gist of some information, how to use the public library, and other reading skills through constant daily needs and practice.

5. *Dramatization.* This refers mostly to very simple impromptu

dramatization of what is being studied in the classroom. If the class is studying a store, children impersonate the storekeeper and the customers and any others involved. They wear the simplest of costumes—merely to suggest the parts. Dramatization may also include posing, pantomimes, tableaux, memorized plays, original plays, assembly programs, and even pageants if these serve useful purposes. It includes also folk songs and dances with appropriate simple costumes and acting. Dramatization particularly appeals to children. It provides participation in the experiences. It vitalizes and emotionalizes the experiences and serves to fix them in memory.

6. *Planning and Sketching.* To avoid crude and casual work children are encouraged in the conference period to make suggestions and to set forth their ideas in simple sketches or specifications made on rough paper at their desks. These are discussed and criticized and the best selected by the class for formal reproduction. The special teachers should be called into consultation at this point to provide for highest artistic standards of performance and appreciation.

7. *Performance or Construction.* This step provides for the orderly carrying out of plans for construction of miniature replicas or for dramatic performances or exhibits.

8. *Interpretation.* A. The construction of murals or friezes to enrich the study of the unit. These may be backgrounds to show environment or a series of panels to show stages of evolution. B. In-

tensive studies, such as maps, graphs, charts, tables, reports, or summaries may be made by individuals or groups and later pooled for the benefit of the class.

9. *Sharing.* During the conference period the class may be arranged into committees or other congenial groups. These groups may be working simultaneously on different projects or different phases of a project. These are brought together and explained for the class. The class raises questions just as in the excursion and the committee in charge of the project enlightens the group. Similarly classes of the same grade intervisit and share each other's researches and studies. Likewise a class may give a demonstration in the assembly for grades that would be interested and benefited. At times the community might be invited to a more elaborate performance if such performance serves a useful community purpose or provides for a community need.

10. *Evaluating.* Pupils should make various summaries to determine what they have learned and what they should remember. Tests may be given. Teachers should keep a log of progress and note outcomes from day to day and at the end of the unit. Pupils may share in this evaluation.

The foregoing steps constitute a pattern followed by the most successful schools. A pattern is not a garment and may be freely modified. Teachers unfamiliar with the techniques of the Activity Program should proceed cautiously. It is well to begin with a short unit and

watch the reactions of the class. The experiment will be continued and scientifically evaluated for at least six years. By that time presumably all children from kindergarten to grade 6B will have been

brought up on the Activity Program and may be compared with equivalent groups in traditional schools. By that time also teachers will probably have mastered the new techniques.



ANNUAL BIBLIOGRAPHY OF CURRICULUM MAKING, 1936-37

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Curriculum publications of the year 1936-37 make it very evident that a new era of curriculum making has begun. Three eras in curriculum making have been apparent since we began the compilation of these bibliographies.

The present compilers came in at the tail end of an era of small individual and more or less unrelated researches, such as what arithmetic facts are necessary, what spelling words, or how much grammar? Next there was a stage in which the experimental techniques were largely forgotten and, in the place of studies, came descriptions of what was being done. These articles were offered with an attitude which might be summed up by saying: "This is what we are doing. We cannot prove that it is good, but we believe it is. If the procedure sounds good to you, you are welcome to copy it."

The third stage, which we have just entered, is one of comprehensive, cooperative, and long-term experimentation. The new attitude might be expressed by saying: "To plan and evaluate the new curriculum is a big but not impossible job. It must be done."

There are noted, also, certain specific trends. The large number of studies at the secondary level may be partially accounted for our

inclusion under this head of articles about the junior college level. Even making allowance for this inclusive definition of "secondary" the fact remains that there has been much activity at this level. There has also been a greater activity in evaluation.

The compilers wish to call attention to the fact that articles printed in the CURRICULUM JOURNAL are *not* included in this bibliography. This is not a new rule, but this is the first year it has been rigidly adhered to. They wish also to express their appreciation of the co-operation of the staff of the Reference Division of the Bureau of Educational Research, Ohio State University, without whose help the preparation of the bibliography would be an impossibility.

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HANNA, P. R.—*Youth Serves the Community*. New York: D. Appleton-Century Co., 1936. xiv + 303 pp. This book is based upon a survey "to discover what children and youth were doing to improve social conditions."

KNUDSEN, C. W.—"What Do Educators Mean by Integration?" *Harvard Educational Review*, 7: 15-26, January, 1937. An inquiry into current practices and writings to determine a definition.

APPRAISAL OF CURRICULA

BERGSTRESSER, J. L.—"Evaluation at the College Level in the Eight-year Study of the Progressive Education Association." *Bulletin of American Association of Collegiate Registrars*, 12: 335-42, July, 1937. Long-term evaluation of the high school curriculum is described.

FRUTCHEY, F. P. AND DALE, EDGAR—*Evaluation in Motion-picture Appreciation*. Columbus: Ohio State University, 1937. 27 pp. Reprints from articles in the *Educational Research Bulletin*.

LABRANT, L. L.—*Evaluation of the Free Reading in Grades 10, 11, and 12 for the Class of 1935 the Ohio State University School*. Columbus: Ohio State University Press, 1936. 80 pp. (Ohio State University Studies, Contributions in Education No. 2.)

LEONARD, J. P.—"Is the Virginia Curriculum Working?" *Harvard Educational Review*, 7: 66-71, January, 1937. The curriculum is appraised in the light of information now available and plans for further evaluation described.

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uation of the Courses in Education of a State Teachers College by Teachers in Service." *Teachers College Record*, 38: 80, 81, October, 1936. Evaluation of courses at Western Illinois State Teachers College.

NEWLAND, T. E.—"Objective Evaluation of New Types of Curriculum Reorganization in Colleges and Universities." *Journal of Higher Education*, 7: 313-17, June, 1936. An appraisal of the evaluation attempts of colleges with "new plans."

OGAN, R. W. AND OTHERS—*College Looks at Its Program*. New Concord, Ohio: Muskingum College, 1937. x + 326 pp. The results of a cooperative attempt at self-appraisal.

SPANGLER, HARRY—"Some Evaluation of Creative Music Projects." *School of Education Record*. (University of North Dakota.) 22: 238-44, May, 1937. Report of a questionnaire study.

TABA, HILDA—*Social Sensitivity*. (*Progressive Education Association Evaluation in the Eight-year Study*. Bulletin No. 6.) Columbus, Ohio: Ohio State University, December, 1936. 50 pp. The objective "Social Sensitivity" is defined and suggestions given for its measurement and for the use of the results.

TYLER, R. W. AND OTHERS—*Thirty Schools Bulletin*. Columbus: Ohio State University, No. 1, April, 1937, 48 pp. Eleven short articles by members of the evaluation and curriculum staffs of the Progressive Education Association Commission on the Relation of School and College.

WALTER, Z. S.—"New and the Old Curriculum in the Fifth Grade." *Virginia Journal of Education*, 30: 296, April, 1937. A report of a controlled experiment comparing, on the objectives covered by the Stanford Achievement Test, the old and new curriculums of Virginia.

WRIGHTSTONE, J. W.—"How Can Thirty-two States Evaluate Curriculum Revisions?" *Clearing House*, 11: 333-37, February, 1937. The desirability and possibility of including evaluation as an integral part of the curriculum revision program is stressed.

ZYVE, C. T.—"Recording the Changing Life of the School." *Progressive Education*, 13: 621-30, December, 1936. Evaluation of curricula demands carefully kept records. Those kept by the Fox Meadow School are described.

PART II: CURRICULUM MAKING BY SUBJECTS

(Includes: 1, Investigations of Objectives; 2, Learning Activities)

MUSIC

FUNKHOUSER, MARGARET—"Music at Shady Hill School." *Progressive Education*, 14: 243-45, April, 1937. A plan of musical instruction for pupils from five to fifteen.

MORE, G. V. D.—"Current Trends in Music Education." *Journal of the Florida Education Association*, 14: 26, January, 1937. Trends noted by the writer are discussed.

MORE, G. V. D.—"Music in the Forward-looking Curriculum." *Mississippi Educational Advance*,

28: 106, 107, January, 1937. Values to be derived from the music curriculum are enumerated.

COMMERCIAL EDUCATION

ABRAMS, RAY—*Commercial Curriculum for Postgraduates (Monograph 32)*. Cincinnati, Ohio: Southwestern Publishing Co., 1936. 32 pp. A survey of business needs in New Orleans was the keystone to this curriculum.

CLEMENT, J. A.—"Problems Pertaining to the Postgraduate Curriculum 927 N. C. A. Schools." *North Central Association Quarterly*, 11: 227-47, October, 1936. Report of a questionnaire study.

COPELAND, J. D.—"Development of a Four-year Series in Social-business Education." *Journal of the Florida Education Association*, 14: 18, 19, January, 1937. A proposal for a four-year sequence.

CULP, L. O.—"Modern School of Commerce." *Business Education World*, 16: 781-83, June, 1936. This is the third and last of a series of articles describing a functional business training course.

KIMMEL, W. G.—"Relation of Business Education to General Education: Part IV, Business Education and the Social Studies." *Balance Sheet*, 18: 292-95, 336, March, 1937. A technique for deriving nonvocational content of a business and social science nature is given.

MILLER, R. M.—"Difficulties in English Experienced in Business." *Balance Sheet*, 18: 303-305, March, 1937. The interview technique was used to discover these difficulties.

ENGLISH LANGUAGE

BESSEY, M. A. AND OTHERS—*Current Magazines and the Teaching of English; the Report of a Committee of the National Council of Teachers of English*. Chicago, Illinois: National Council of Teachers of English, 1935. 33 + pp. A report of a study "(1) to survey the field in various vicinities to find out what is at present being done . . .; (2) to discover desirable aims and objectives . . .; and to suggest certain techniques; (3) to give a classified selection . . . graded according to usability and to present some methods of procedure by which the contents may be utilized."

GOODYKOONTZ, BESS — "Place of Reading in the Curriculum." *National Society for the Study of Education. Thirty-sixth Yearbook*. Part 1: 41-62, 1936.

MEADE, R. A.—"Literature in the Virginia Course." *English Journal, High School Edition*, 26: 302-307, April, 1937. The functional approach to literature is defined by reference to the Virginia course of study for grade 8.

WEEKS, R. M.—"Pattern Making in Education." *English Journal, High School Edition*, 26: 187-94, March, 1937. Pattern making discussed in reference to *A Correlated Curriculum*, publication of the National Council of Teachers of English.

FOREIGN LANGUAGE

DAVIS, E. O.—"French via Text and Imagination." *Progressive Education*, 14: 115-19, February,

1937. A method of French teaching at the high school level.

DYKEMA, K. W.—"New Type Terminal Course in Language." *Junior College Journal*, 7: 30-32, October, 1936. Utilization of the language spoken by foreign-born parents is suggested.

JOHNSON, E. G.—"New Curriculum Challenges the Modern Foreign Language Teacher." *Modern Language Journal*, 21: 387-95, March, 1937. A concept of the curriculum is given first and foreign language teaching examined in terms of this concept.

LUXMORE, E. R.—"Those Queer Words." *Progressive Education*, 14: 111-14, February, 1937. A method of teaching French at the elementary level.

WAGENER, A. P.—"Function of Latin in a Socialized Curriculum with Particular Reference to the New Course of Study for Virginia." *Education*, 57: 461-72, April, 1937.

HEALTH AND PHYSICAL EDUCATION

DICKERMAN, D. H. — "Integration of Health with the Other Subjects in a Teaching Unit." *Journal of Arkansas Education*, 14: 14, 15, January, 1937. Specific suggestion for correlating the health course of study with other subject-matter fields are given.

GLEASON, W. E. — "Classroom Courses in Safety." *School Management*, 6: 162, February, 1937. Description of the safety work in Detroit.

NELSON, FLORENCE — "Accident Facts and Safety Teaching." *Hygeia*, 15: 268, 269, March, 1937. Suggestions for activities

leading to safety habits and attitudes.

OBERTEUFFER, DELBERT—"Selected Bibliography in Physical and Health Education." *Phi Delta Kappan*, 19: 184-88, February-March, 1937. Annotations, some descriptive, some critical, are given.

RUGEN, M. E.—"Hygiene Instruction in Institutions of Higher Learning." *University of Michigan School of Education Bulletin*, 8: 40-42, December, 1936. Report of questionnaire study.

Progressive Education, 14: 7-72, January, 1937. This entire issue is devoted to health and physical education.

INDUSTRIAL ARTS AND VOCATIONAL EDUCATION

BROOME, E. C.—"Basic Plan for Industrial and Vocational Education." *Industrial Education Magazine*, 39: 65-72, March, 1937. Report of the work being done in Philadelphia.

LUDINGTON, J. R.—"Industrial Arts in Smaller High Schools." *Industrial Arts and Vocational Education*, 26: 72-75, March, 1937. The problem and a plan of attack are outlined. A bibliography on the small high school is given.

MAYS, A. B.—"Industrial Arts in New Curriculum." *Industrial Arts and Vocational Education*, 26: 35, 36, February, 1937. The place of industrial arts especially as a nonvocational integrating force is discussed.

U. S. OFFICE OF EDUCATION—"Interpretive Science and Related Information in Vocational Agriculture." *Vocational Education Bulletin No. 191 (Agriculture Series No. 50)*, 1936. 27 pp.

MATHEMATICS

LANSDOWN, BRENDA—"Experiential Background as a Basis for Mathematics." *Progressive Education*, 14: 106-110, February, 1937. With a little direction much mathematics is found in everyday activities.

SIMPSON, T. M. — "Mathematics for a Changing World." *Journal of the Florida Education Association*, 14: 20, 21, January, 1937. Much use of history is made in this discussion.

SMITH, C. D. AND OTHERS—"Report of Committee on Status of Mathematics in the New Curriculum." *Mississippi Educational Advance*, 28: 131, 132, February, 1937. Principles upon which the mathematics curriculum should be based are stated.

SOCIAL STUDIES

ANDERSON, C. S.—"Social Science and the Community." *Washington Education Journal*, 16: 198, May, 1937. A description of projects which served to tie school with community.

BISCOE, WILLIAM—"Real Task of the Social Studies." *Progressive Education*, 13: 613-16, December, 1936. A sixth-grade course in history becomes an experience in various governmental forms.

- DALE, EDGAR—"Movies and Propaganda." *National Council for the Social Studies, Seventh Yearbook*, 71-86, 1937. The movies furnish a curriculum which the schools cannot afford to ignore.
- DENMAN, G. E.—"Use of *Building America* at Burley." *Idaho Journal of Education*, 18: 233, May, 1937. A brief description of the manner in which the social science teachers have utilized "Building America" as curricular material.
- FREDERICK, R. W. AND SHEETS, P. H. — *Citizenship Education Through the Social Studies; a Philosophy and a Program*. New York: Row, Peterson and Co. viii + 312 pp. 1936. A program derived from objectives is the aim of the authors. The secondary school level is considered.
- HARTSHORNE, RICHARD—"Geography for What?" *Social Education*, 1: 166-72, March, 1937. Modern-day objectives of geography teaching.
- JUCKETT, E. A.—"Community Survey in Ninth-grade Social Science." *Clearing House*, 11: 215-18, December, 1936. Suggestions for similar surveys are given through a description of the activities of one class.
- KELTY, M. G.—"Content for the Middle Grades." *Social Education*, 1: 183-89, March, 1937. Principles for the selection of content are derived from an appraisal of current practices.
- LOCKE, M. A.—"Tieing Schools to Communities." *Alabama School Journal*, 54: 11, 20, February, 1937. Illustrative incidents of cooperation between school and community in Walker County are given.
- MARSHALL, L. C. AND GOETZ, R. M. — *Curriculum Making in the Social Studies*. New York: Scribner, 1936. 252 pp.
- REYES, F. C.—"Correlating Social Science with the Other School Subjects." *Philippine Journal of Education*, 19: 814, 815, March, 1937. Correlation with each subject is explained and illustrated by one unit.
- "Practical Projects in Civics." *Washington Education Journal*, 16: 101, January, 1937. An important and timely civic question is used as the starting point for study in C. H. Heffelfinger's classes.

MISCELLANEOUS

BIGELOW, H. A. — "New Law School Curriculum." *University of Chicago Magazine*, 29: 5, 6, 22, March, 1937. A description and discussion of the new four-year curriculum which is to be put into effect in the University of Chicago Law School.

ELLINGSWORTH, MAXINE—"Vitalizing Home Economics in the Junior High School." *Education*, 56: 622-24, June, 1936. A description of a course in home economics.

MARTENS, E. H. (Editor)—*Guide to Curriculum Adjustments for Mentally Retarded Children*. (U. S. Office of Education Bulletin No. 11.) Washington: Supt. of Documents, 1936. 133 pp.

SEARS, W. A. — "Lane Tech's Unique Course in Driving." *Safety Education*, 16: 143, 144, February, 1937. The driving course is described.

SHELTER, R. E.—"Art Apprecia-

tion in Social Studies." *Los Angeles School Journal*, 20: 7, 8, May 10, 1937. Appreciation for the artistic in the common everyday surroundings was the aim of the activity here described.



SHORT ARTICLES

APPRAISAL OF THE CURRICULUM IN NEW YORK STATE

By LUTHER GULICK
Director, Regents' Inquiry

The Regents' Inquiry¹ staff is not interested in the curriculum except as a means to an end. Courses of study, outlines, lists of objectives, time allotments, all are looked upon as of secondary importance. The lens is focused upon the child. Is he, when he leaves school, prepared to be a worker, a citizen, an individual?

The Regents' Inquiry is judging the curriculum not by its conformity to any philosophy or set of pedagogical principles, but by its success in turning out socially competent individuals. The problem is first to measure the children at the ends of their school lives and then to go back and study the educational processes that have molded the children into the sort of creatures they seem to be.

A program such as this has two critical points. The first is in getting a complete and reliable measurement of the educational product. The second is in tracing the causal relationship between this product and the educational process. This latter is further complicated by

out-of-school influences. It is not yet possible to judge finally how successful the techniques employed by the Regents' Inquiry staff have been.

The writer will sketch here the methods used in attacking the problem at the elementary and secondary school levels. Although the studies of the elementary and of the secondary schools are directed by different men, the same fundamental line of attack is used at both levels. Because the secondary school period is the one during which or at the end of which the greater number of pupils finish their schooling, the techniques used for studying the secondary school pupils were considerably more elaborate than those applied at the elementary level.

The school systems selected for study were chosen to represent the whole scale of demographic conditions found in the state. There were systems ranging from those with the bulk of the children from foreign-language homes to others with virtually none. There were communities wealthy to poor, urban to rural, industrial to residential. Although the school systems originally were selected on demographic grounds, it was found that they represented as well the variations of educational program from progressive to reactionary, from meager to rich.

The principle having been accepted that the proof of the school is

¹The full title of the Regents' Inquiry is *The Regents' Inquiry into the Character and Cost of Publication in the State of New York*. It was initiated in the fall of 1935 by the Board of Regents, the state board of education.

its product, the first step was to measure the product. In the elementary schools this was done by the administration of a mental test and a battery achievement test to children in the sixth grade of the selected schools, this grade generally being looked upon as the end of elementary education, although there are still many eight-grade elementary schools in New York. Data were also gathered to indicate the cultural and economic background of each child tested.

In the high school a more elaborate series of tests was given to grade 12 and to all other grades, at the end of which it was judged there would be considerable elimination. Except for grade 12, the grades tested varied from school to school. The secondary school test battery of thirty-eight different units required five clock hours of testing time and included tests of scholastic aptitude, of current affairs, of attitudes on controversial social questions, of current reading and acquaintance with general aesthetic activities, of the common scholastic skills, and so on.

Although every effort was made to get a comprehensive, valid, and reliable test battery, it was realized that this alone would not furnish a complete picture of the students. Therefore, for individual students leaving school, whether by graduation or not, between June 1, 1936, and May 31, 1937, a further detailed report has been prepared by the school and a sampling of the students leaving and not continuing on to college have been interviewed. For each former student inter-

viewed his employer or some other adult has also been interviewed concerning the child.

To check the validity of the secondary school test results Professor Spaulding has visited every school tested to discuss the results with the principal and other school officials. Comparison of the test results with other evidence available in the schools indicates that the test results are in general even more valid than it had been expected they would be.

On the basis of the test results, in both elementary and secondary schools, certain systems were selected for intensive study by specialists in various fields. The schools selected were chosen because they seemed to represent variations from the central tendency so distinct that it was hoped the reasons for these variations could be definitely identified and described. In general, the same specialists studied instruction at both elementary and secondary levels.

In certain cases this intensive study by specialists included further testing. For example, an intensive program of diagnostic reading tests was given in grades 2, 4, 6, 8, 10, and 12 in some half dozen schools. In all cases the field work included interviews with teachers and supervisory officers and observation of classroom work. Many questionnaires were also circulated.

Although emphasis was placed not on what the schools said they are doing, but on what they actually appeared to be doing and accomplishing, all state and local courses of study have been carefully exam-

ined. Text and library books have been investigated, as have other materials of instruction. The effect on instruction of the venerable system of Regents' examinations has come in for its share of investigation.

And so, starting with the product and working back to study the process that has resulted in this product, the Regents' Inquiry hopes to be able to recommend a process that will result in a product better able to advance the spiritual and material well-being of New York State.

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CONCEPTS OF CURRICULUM CONSTRUCTION

By LILLIAN A. LAMOREAUX

Santa Barbara, California, Public Schools

Curriculum building as it is being carried on in the Santa Barbara City Schools is founded upon the sincere belief that curriculum building is not primarily the building of courses of study and teacher guidance sheets, but is rather a process of teacher growth in service. Operating with this basic principle in mind the period of curriculum development must necessarily be a long one, for the system must move along on all fronts at once. The concern must be in terms of all teachers rather than that of the few who could grasp ideas and do things well in a short time.

A second concern in the Santa Barbara City School system is to have the entire curriculum building movement reflect the dynamic philosophy and psychology which the system supports. Again this slows up the process, for the process of

curriculum making must follow the pattern of the whole part rather than that of trying to scatter efforts over many parts, then putting the pieces together and calling the joined parts the curriculum.

Perhaps these two principles can best be understood by giving two specific examples. In the initiation of the curriculum work the entire school system, both in terms of system activity and in terms of building activity, spent one entire year in study of the problem, trying to get a complete picture or whole of (1) conditions over the country, (2) new movements in education, and (3) the formulation of proposed plans of work in the Santa Barbara City Schools. Out of this whole developed aims and objectives and scope and sequence committees. These committees were chosen as representative cross sections of the system and worked as interpreters of teacher and administrator thinking. Great numbers of teachers were released from the classroom for part of the day and brought in frequently to participate in the work of these committees; then, too, the work of the committees was continually being sent back to buildings and to teaching groups for reactions and participation. As a further breaking down of this whole into its parts, committees will be formed another year to consider the matter of specific learnings on year levels and learnings within a unit.

Another example of the two stated principles might be drawn more closely to classroom situations. The field of creative expression

was used. The first need was to give the teachers an insight as to breadth and depth of possibilities or a fullness of meaning when we speak of "creative expression." This was done by having Dr. Holland D. Roberts of the Stanford School of Education speak to the teachers on "Creative Expression," and Dr. Walter Kaulfers of Stanford, who has a very broad as well as interesting viewpoint, speak on "Communication." Later, demonstrations were planned on each year level in which Dr. Roberts worked with complete classes of children, developing creative expression. These demonstrations were then enlarged to include Dr. Warren Allen of the Stanford Department of Music. Dr. Allen, cooperating with Dr. Roberts, showed the children how they could record their own creative expressions and how music grows out of creative thoughts and speech. This much has been a full year's work. First, the teachers saw the fullness of thought when we speak of creative expression; then, out of their desire for classroom help, a beginning was made through demonstrations, followed by conferences, to help with the simplest creative expression, which is ordinary speech; this then was enlarged by joining music and speech.

The process has been so helpful that teachers are asking for still further development. As a next step we will attempt to work with "realistic living" or what has been termed "dramatic play." As this develops next year we hope to have not only speech and music brought

closely together, but we will plan for the integration of art and then bodily movement in the form of rhythmic interpretation of ideas.

Working from the point of view of teachers' purposes and needs, this program of curriculum development has become dynamic and unique. It is resulting in teacher recognition of the worth of curriculum building, for teaching corps realizes that it is resulting in their own growth-in-service.

CURRICULUM IMPROVEMENT IN THE INDIVIDUAL SCHOOL

By HELEN R. GUMBLICK
Supervisor of Primary Grades, Denver
Public Schools

Individual schools are like individual human beings. They have certain characteristics in common and certain other characteristics decidedly different. These points of difference make the lives of individuals and school life interesting. Curriculum development must take into account the differences existing in individual schools.

Even if the courses of study have been prepared in the most democratic way, they can at best only suggest large areas of experience within which particular groups should work. It remains for the individual school to select and adapt the phases of the suggested areas which will meet its peculiar needs and interests.

In a social studies course one of the units for both first and second grades deals with the problem of food. In one school almost all of the children go to a W. P. A. lunch

room located outside of the school building for their noonday meal. The primary teachers in this building worked out the suggested units on food to solve problems that arose in that lunchroom between children and employees. That their wisdom was recognized is on record in notes received from the W. P. A. workers and others in the community.

Near another school a new bridge is being constructed. It is a matter of great pride and commercial importance to that locality. All the teachers in near-by schools are utilizing this bridge as curriculum material.

An individual school should make use of the worth-while experiences of members of its faculty members or pupils. Last summer an elementary school principal visited Hawaii. She was much impressed with the boy and girl festivals held in the islands. As she shared her trip with her teachers and pupils, they decided to stage a boy and a girl day in their school. The boy day was held on Washington's birthday. The activities engaged in throughout the preparations and the culmination on that day attracted much attention throughout the city. Girl day is in the offing.

Current events offer excellent opportunity for curriculum experimentation and enrichment. The recent flood in the East was capitalized upon by several teachers. Schoolyards were used to illustrate the actions of the rivers and their tributaries. Besides the geography, elementary science, and arithmetic being made more meaningful to

these children, human interest ran strong.

Courses of study must be interpreted to patrons and parents, and each school must determine its method of interpretation. In two schools in one city the teachers hold four meetings each semester with their parents. The meetings last one hour. The parents observe their children in regular classroom activities for forty minutes; then twenty minutes are allowed for questions from parents or discussion.

In another school the parents are invited each fall to see the different stages their children pass through in acquiring certain necessary skills. These parents come for the full afternoon (from 1:15 to 3:15 P.M.) for several days. Recently they saw what is done in developing reading abilities from the kindergarten through the sixth grade. Each teacher brought her class to the auditorium and demonstrated a phase of the reading program peculiar to the level of the children she taught. Other schools use the courses of study in the parent-teacher study classes, often using children to illustrate certain parts.

Individual schools can do much by taking a constructive, critical attitude toward the books provided for use by teachers and pupils. They should make known which are best adapted to their situations; and suggest books, that they have secured outside, which are especially good.

Schools can collect and organize sets of pictures that will provide valuable vicarious experiences.

They can make an inventory of excursion possibilities in their localities and decide upon good excursion techniques.

Individual schools could contribute much if members of the faculties and pupils would keep and make available the records of their curriculum activities with their suggestions of changes. Many worthwhile experiments are lost because no records are kept.

The faculties of schools and the teacher of a one-room school can do much by constituting themselves committees to study and experiment with the changing ideas of the curriculum. One does not even have to buy books to learn of these changes. Many publishing houses distribute materials indicating the changes for advertising purposes.

THE MISSOURI PROGRAM OF CURRICULUM DE- VELOPMENT

By ARTY B. SMITH

Missouri State Department of
Public Schools

In launching what we are planning to have as a continuing program of curriculum making we set up steering committees in the various curriculum areas in the University of Missouri and the five state teachers colleges. In the elementary curriculum each of the five teachers colleges has assumed directive responsibility for the following areas: language arts, Cape Girardeau; fine arts, Kirksville; health, Maryville; arithmetic, Springfield; elementary science, Warrensburg.

For the Social Studies we have a committee of the Missouri Council for the Social Studies which began work about one year before the current state organization was made. When we projected the state organization the Social Studies Committee asked to be merged with it. This has been done. Directive responsibility for the Social Studies, therefore, continues to be vested in the Missouri Council. The members of the Council's committee include several teachers college and university people. Through them we are keeping the work in the Social Studies definitely related to the teacher-training institutions as the other curriculum areas are. It is our belief that a fundamental principle to be observed in curriculum organization is a definite coordination of curriculum with teacher training. We think the best way to achieve this is to localize our steering committees in the teachers colleges.

A number of curriculum conferences have already been held in the various institutions. In September, 1936, we held a state-wide conference on elementary curriculum, and on April 17 we held in Jefferson City a high school conference which was attended by several hundred college and public school people.

In addition to these, conferences have been held by the State Department in the teachers colleges during the year. Three of the colleges have held general district meetings dealing with the curriculum.

A curriculum laboratory has been established in each college and there will be curriculum conferences and

definite curriculum courses arranged for the summer schools.

The following summary gives the general principles of organization upon which we are basing our program:

1. Curriculum making is a continuing enterprise.
2. There is a close coordination of curriculum making with teacher training.
3. It is a democratic program.
4. The state program is conservative and at the same time progressive.
5. State courses of study will be such as will stimulate and guide local curriculum development.
6. The selection of subject matter will be made by the criterion of increasingly functional utility.

FIFTEEN YEARS OF CURRICULUM MAKING IN LITTLE ROCK

By CHARLES F. ALLEN

Little Rock, Arkansas, Public Schools

In 1922 committees were appointed under the general direction of the superintendent for systematic study and procedure in curriculum making. Seven major steps were contemplated.

1. The program was launched as a university extension class in which all teachers enrolled for

studying the underlying principals of curriculum making.

2. A year later the committees assembled textbooks and courses of study from which they prepared syllabi of contents by grades.

3. The next year preliminary drafts of parts of courses were prepared and tried as experimental course of study materials.

4. Two years later these preliminary drafts were revised and completed as tentative courses for some subjects.

5. These tentative courses were used as "tryout" courses and as samples for preparing other courses. This work was continued till 1934.

6. The following three years were given to a study of "modern curriculum proposals" and to completing those courses of study that had not been completed.

7. The curriculum work for the school year 1936-37 was given to the reorganization of courses with especial emphasis on integration including articulation and correlation. To do this, syllabi of respective courses were prepared and proposed and sample types of integration were suggested. These materials were collected in bulletin form and will be used as a basis of next year's work in improving our present courses. When this seventh step has been completed, we shall follow whatever procedure that experimentation here or elsewhere may seem best for our local schools.

CURRICULUM RESEARCH

PUGH, VIRGIL—*Adapting an Industrial Arts Course to the Needs and Interests of the Home*. Pittsburg, Kansas: Kansas State Teachers College. July, 1936. Unpublished master's thesis.

The problem confronting all teachers in industrial arts today is to make the curriculum fit the needs of the pupil in the school, home, and community. The problem in this thesis was to make a course of study in home mechanics to meet the needs and interests of the homes in the community of Pratt, Kansas. To work out this problem a check list of one hundred ninety items consisting of things done about a home was prepared and taken to one hundred eight homes in the Pratt community. The fathers in these homes checked this list to indicate the home mechanics activities carried on in their homes and what needed to be done at the time the survey was made.

The activities which were marked by fifty per cent or more of the fathers and those jobs which were in need of being done in at least twenty per cent of the homes were used as a basis for selecting the objectives of the course of study. Other items marked by at least one-third of the fathers and items which were added in at least three check lists were used as supplementary activities in the course.

The interview showed a desire on the part of the parents for home mechanics training in high school.

A study of the check lists showed that the men who have taken some industrial arts training in school are doing on the average twenty-five more jobs than those without such training. —Z. E. D.

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LAIRD, CAROLINE L.—*A Study of Freshman English as Offered in the Colleges and Universities of the North Central Association*. Norman, Oklahoma: University of Oklahoma. 1936.

The present emphasis on curriculum revision has caused instructors to consider the content of Freshman English. The present status has been summarized from data obtained from two sources. The history was traced from references, giving special attention to the *Proceedings of the North Central Association* from 1895, the date of origin, to 1936, and to the *English Journal* from the origin of the National Council of Teachers of English in 1912 to 1936. The situation today was obtained from 175 replies to a questionnaire sent to 280 institutions of the North Central Association. The data included: general plan with discussion of innovations, use of texts, placement, topics taught, and themes.

Freshman English is a conventional composition-handbook-compilation course in three-fourths of the institutions; the aim is to teach the average student to express his

ideas in decent sentences. One-fourth of the institutions combine composition with readings, or integrate with literature; the aim is to teach the student to think, to evolve a sane philosophy, to train leaders for a democracy.

Semi-objective tests are being perfected to measure more subtle qualities of composition than mere mechanics. The mechanics of composition is taught by inductive methods; instructors trained in philology teach English usage as a living, rather than a dry-as-dust subject.

The present situation points to many problems to be solved only by research extending over a period of years. Research is necessary to study the lower division sections of Freshman English and also the non-credit sections; (1) to learn if remedial reading should be added to remedial writing in college; (2) to perfect semi-objective tests for the subtle qualities of composition, tests to measure student growth objectively; and (3) to aid instructors of Freshman English to clarify their aims and objectives. When the objectives are decided and when the tests are available, the results of teaching traditional subject matter can be measured in terms of student growth.

—J. E. D.

HELLMICH, EUGENE W. — *The Mathematics in Certain Elementary Social Studies in Secondary Schools and Colleges*. New York: Teachers College, Columbia University. 1936.

This piece of research attempts to discover the mathematical terms,

concepts, principles, and operations which one should have in order to study the social sciences most effectively. Its scope is largely confined to the junior high school social studies and to elementary economics on the college level.

Certain courses of study and textbooks in the social sciences of the junior high school were analyzed to discover the mathematics which is involved. Then selected junior high school textbooks in mathematics were studied as to the mathematical concepts, principles, etc., which they contained. The two lists of mathematical elements thus obtained were compared to determine the relation between them. From this procedure those aspects of mathematics which were contained in both courses as well as those aspects which were used in the social studies, but were not included in the regular courses in arithmetic and junior high school mathematics, were ascertained. A similar procedure was followed in that part of the study which dealt with elementary economics on the college level.

The author found that all of the mathematics which is used in the social studies can be classified under the following general categories: whole numbers, fractions, decimals, units of measure, word concepts, tables, graphs, mathematical activities, signed numbers, symbolism, mathematical facts, mathematicians, formulas and equations, computations, statements, index numbers, and variations.

The findings of the study tend to show that the mathematics used

in the social studies of junior high school is largely covered in the regular mathematics courses offered on that level. The author indicates that mathematics could be vitalized to a considerable extent if greater use were made of social studies materials in actual instruction.

—B. O. S.

GERARD, MAURICE H.—*A Suggested Program of Coeducational Physical Activities for High School Pupils*. Claremont, California: Claremont Colleges. Unpublished master's thesis. 1936.

This study aims to develop a program of coeducational physical activities for high school pupils which program will result in interest in physical activities which have a high degree of carry-over value, and will tend to develop desirable habits of character and citizenship. It is suggested that coeducational physical activities should not begin before the eleventh grade.

The suggested program lists twenty-two activities and sports, any or all of which may be incorporated in the high school physical education program. Division of pupils into three groups on the basis of ability in the activities is recommended. At least three intramural coeducational playdays during each school year are recommended. These playday programs should end with social dances and the serving of refreshments. Outcomes expected from such a program include improvement in ease of manner in boy and girl relationships, in personal appearance, in social-moral habits, and increased knowledge of

a variety of physical activities which would bring greater enjoyment of leisure time in later years.

—J. E. D.

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KENEFICK, RUTH MAURINE—*The Power and Position of the Spanish and Mexican Folk Dance in Southern California*. Claremont, California: Claremont Colleges. Unpublished master's thesis. 1936.

The dance has only recently been recognized as one of the seven arts and as such has been given a place in educational systems where the study of it has not been confined to its physical aspect. To appreciate the folk dance, wherein lies a reflection of the life of a people, and a basis for the art dance, one must see its relationship to philosophy, history, sociology, and the arts. Although it has recreational and physical developmental values, it also has an appeal which is mental, and as Plato says, the mental and physical are not to be fashioned one without the other, but made to draw together like two horses harnessed to a chariot.

Southern California provides a wealth of material on the Spanish and Mexican folk dance which should be recognized as a source of native art. No other section of the country can produce this particular expression which has been largely influenced by the climate, the Spanish and Mexican heritage and the social customs, an art which is indigenous to this Southland country.

Los Angeles, next to Mexico City, has the largest Mexican pop-

ulation of any city in the country. Their customs, dances, and religious practices have not changed noticeably since similar social usages were brought to early California by the Spanish and Mexican settlers. Among groups in Southern California who are creating an interest in early dances and those of Mexico, are the Native Daughters, who have a historical and family interest in the dances; the Spanish Club at San Juan Capistrano and the Mexicans in the numerous settlements who are carrying on their natural heritage of the dance; the educational leaders of the school systems who are bringing the dances to their pupils and

an understanding among the students; and the Padua Hills Theatre group in Claremont, under the direction of Mrs. Bess Garner, which has presented the folklore and dances of Old Mexico with great artistry.

Folk dancing in the schools provides not only a health activity, but contributes to the tools of expression and broadens the sense of beauty of the student; provides a basis for better understanding of the development, customs, and manners of living of different peoples; and provides an insight into modern dance art by going back to the elemental truths of the folk dance.

—J. E. D.



REVIEWS

SMITH, NILA BANTON — *Adventures in Teacher Education*. San Jose, California: Stewart Publishing Company, 1937. 200 p.

The title of this beautiful and interesting volume is well chosen. The contents are so presented that one adventures with the faculty of Whittier College in its development of an educationally and socially useful program of teacher education. In the foreword we learn that "there is nothing startlingly new about our ideals; but, actually working out these ideals in a practical school of education setup with unselected undergraduate students; with no change or increase in faculty personnel; with no additional expense to students or to the college was to us not only an adventure, but an undertaking." But, to those who are interested in teacher education, there is something startlingly new about the *application* of ideals.

This report really covers the development of two programs of teacher education. As one-time Dean of Broadoaks School of Education of Whittier College, the author reports on the development of a program of education for prospective teachers in nursery schools, kindergartens, and elementary schools. This program is for college juniors and seniors. As former Head of the Department of Education of the Liberal Arts College, the author reports upon the

development of "a cooperative education and liberal arts program for the preparation of secondary teachers." Non-native staters will be intrigued by the fact that this *five-year program* for secondary teachers has no education courses in it until the fourth year and that it includes a fifth year which deals almost wholly with education.

A careful reading of the book leaves one with several significant characteristics of the program in the foreground of consciousness. These will be listed.

1. Specific courses in education are not introduced until the junior year (for elementary teachers) and the senior year (for secondary teachers). In this respect the experiment coincides with a number of reorganizations of teacher education and with the new emphasis on general education.

2. The division of the curriculum into school experiences and community experiences with a very real rather than a pretended utilization of the community as an educational laboratory is noteworthy. The community experiences are exceedingly well planned and have more of a research element in them than is typical of most community activities. The students' reports of community experiences are well done. One gets from the report of the girls who picked cotton with itinerant cotton pickers of Southern California a real insight into the way

in which understandings of the lives of other people are developed in the individual. The same is true of department store work, social work, parent education, and other non-campus activities.

3. *School experiences* are divided into three areas; namely, the orientation area, the child development area, and the curriculum area. This division represents a very challenging hypothesis and does not seem to be congruent with most categories. However, it does seem to be meaningful and provides for a nice use of the accumulations of scholarship.

4. *Community experiences* are divided into five groups; namely, social work, industrial work, community excursions, getting acquainted with children in the community setting, and problems of American life. These divisions are made in terms of the organization of educational experiences at this particular school, but they seem to comprehend community experiences very nicely. The realism inherent in community experiences is capitalized very commendably. On the other hand, the report does not show that many generalizations are made in such a way as to receive group acceptance and to contribute optimally to the development of a social philosophy. This may well be due to the brevity of the report rather than to the nature of the activity.

5. The social work in which students participate is very well integrated into the total complex of teacher education. Community excursions seem to be especially well

organized and seem to contribute most to all of the objectives of education.

6. Activity units at the college level are very well reported and seem to have been exceptionally well done. Hundreds of speakers have asked why teacher education did not utilize the principles underlying the activity program. Here real activity units are reported in which the content of the various courses in a teachers college are utilized rather fully.

7. The sympathetic and helpful role which the local administrators and the State Department of Education played in this experiment will be of interest to all who read the volume. Credits, certification requirements, finance, transportation, and vested interests were all treated very creatively and adjustments were made in all areas. Administration must be given credit for making this possible.

The report as a whole leaves a number of unanswered questions such as: How many teachers were prepared? What was the influence of number on the various activities? How were faculty meetings conducted? These voids are more than offset by a fine reporting of an interesting development in teacher education.

Without becoming didactic, the author raises a number of the most pertinent problems which face "teacher educating" institutions and public school systems. These are answered by implication in the last chapter entitled, "Highlights and Guideposts," which consists of a series of practical generalizations,

every one of which might well be used as the basis for a faculty meeting in any public school or college. The following is a sample:

"Teacher education programs should be reconstructed on the experiential basis, letting laboratory experiences in the school and community furnish many of the drives for reading and studying rather than the exclusive use of lectures or question - answer - recitation methods."

A final word should be said for the publisher who in this case has implemented a worth-while report by fine mechanical devices.

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DEPARTMENT OF SUPERINTENDENCE
OF THE NATIONAL EDUCATION
ASSOCIATION — *Fifteenth Yearbook. The Improvement of Education—Its Interpretation for Democracy.* Washington, D. C.: The Department, 1937. 328 p.

A reader familiar with the traditional conservatism of school administrators may have his breath taken away if he wades unwarned into the Fifteenth Yearbook of the Department of Superintendence. This book is not a mere collection of opinion; while opinions are given, conclusions are at least partly supported by copious references to factual data.

Two main sections are devoted to a description of shortages in American social life, and to a suggested educational program for helping to remove these shortages. Data are given to show the discrepancy be-

tween the quantity of America's natural resources, and the quality of social life of its people.

A pessimistic note is sounded regarding the possibilities of Fascism. The very existence of democracy is threatened from many quarters. Pressure groups of all kinds constantly flood the nation with propaganda designed to prevent citizens from acquiring other points of view; agencies of communication, such as advertising, the press, and the radio, are controlled by vested interests which do not have the preservation of democracy at heart, but which use these instruments of communication to mould public opinion to their own designs.

These are dangers which education is not prepared to meet. The responsibility of education is to secure public support for orderly and beneficial social change. To this end, the whole body of American education must be reconstructed with a special emphasis upon education of adults.

Emphasis is placed upon the need for a strong national organization of teachers since "the capitalistic and democratic system is in too critical a condition to permit any dependence upon the hope of slight and gradual modification of American education in the direction of liberalism. Unless education seizes this opportunity, and acts promptly, it will be too late. Fascism . . . may be upon us. . . . If education is to bring about orderly social change, it must not only move decisively, it must move *promptly*." Teachers are thus being urged to act directly as an organized group

in competition with other (pressure?) groups rather than to depend entirely upon bringing about gradual changes through teaching.

In order to obtain more adequate support for education, teachers are again urged that they must "present an organized and united front against the opposition of the vested interests." They are warned, however, that they must not follow such "antisocial and conservative" practices as are now being too often practiced by labor organizations.

Suggestions for a long-time educational program are given in connection with the improvement of organization and administration, improvement of the curriculum, and development of teacher personnel. Community life is emphasized throughout as a major point of departure in all educational procedures.

One chapter is devoted to an analysis of the nature of public opinion, and of the devices used in shaping it. Suggestions are given for study and use of these devices. The last chapter presents principles basic to interpreting education to the public, and gives useful suggestions for public relations programs.

This yearbook is inspiring, thought-provoking, and well-documented. One cannot help wondering whether it represents the ideas of the rank and file of the membership of the Department of Superintendence or rather the point of view of a liberal yearbook committee.

—J. E. D.

EDUCATIONAL POLICIES COMMISSION—*Research Memorandum on Education in the Depression*. Bulletin 28. New York: Social Science Research Council, 1937. 173 p. Paper covers.

This report dealing with education during the depression is a most valuable document. It should be strongly recommended to every person in the field of education. After outlining the general effect of the depression, we are given an historical and comparative statement of the problems. Then follows a very interesting discussion of the effect of the depression upon the theory and philosophy of education, of student personnel, programs of construction, staff personnel, organization, business, professional activities, and a general chapter of interpretation. All of these topics are dealt with in a very adequate way, and a surprising amount of material is covered in each chapter.

On page 48 we find the question asked, "Has the generally accepted theory of education for all the children of all the people been disturbed by this depression?" Then follows the statement that education is offered free, or practically free of charge, to everyone. This, of course, follows the commonly accepted opinion that we have had free education in this country. More recent studies have clearly demonstrated that this is not a true statement of the facts. There are several places in the report where unwarranted assumptions are made, but these are surprisingly few.

Page 74 asks a great many questions as to whether the depression has brought adequate instruction in

regard to unemployment, poverty, false advertising, and a long list of other things. We are not given an altogether adequate answer, but we are given some indication of the effect of the depression on these various fields. By and large, we might say that this report asks a most penetrating series of questions and attempts to present two sides of every issue without arriving at any answer. This probably is a good policy, but one finds himself, in many cases, wishing that a tentative suggestion had been made as to the probable true situation.

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ELLIS, ELMER (Editor)—*Education Against Propaganda*. Seventh Yearbook of the National Council for the Social Studies, 1937. (Order from Dr. Howard E. Wilson, Harvard University, Cambridge, Massachusetts.) 182 pages.

I consider this yearbook the most significant educational publication in the last few years. Its significance is indicated by the names of the authors and the topics on which they have written—Harwood L. Childs on "Propaganda and Society," Harold D. Lasswell on "Propaganda and the Channels of Public Opinion," Ralph D. Casey on "How to Read Domestic News," O. W. Riegel on "How to Read Editorials," Edgar Dale on "Movies and Propaganda," Hadley Cantril on "Propaganda and Radio," Howard K. Beale on "Propaganda Influences Within the School," William W. Biddle on "Teaching Re-

sistance to Propaganda," W. G. Kimmel on "The Unit on Public Opinion in Senior High School Social Studies," Howard R. Anderson on "Classroom Evaluation of the Awareness of Propaganda," and others.

Nearly all propaganda, several of the authors point out, has as its basic goal the protection and piling up of private profits of propagandists themselves. Lasswell unequivocally states: "Most of our agencies of mass impression are run by business men for profit" and again, "the press of the nation is passing into hands of those who represent the large business groups." This is confirmed by Cantril who declares: "The radio industry itself is in the hands of what is commonly called 'big business interests.' And these interests are naturally anxious to preserve the effort to maintain the *status quo*." By such statements, these authors imply that propaganda aiming to build up private business profit works against the best interests of the great majority of the American people. Otherwise there would be no conflict between education and propaganda.

What then can American education and the nation's schools do about propaganda?

First, teachers themselves must get facts about propaganda like those mentioned above, dealing with the press, the radio, and also the movies. They should know Dale's findings that sixty-nine per cent of feature pictures have ultra-wealthy and wealthy settings; and that eight out of nine items in feature pictures and newsreels are pro-war,

giving this bias to spectators. They should acquire a habit advocated by Casey of critical reading of the press which requires some understanding of the financial, political, and social affiliations of the publisher of a newspaper. How, otherwise, can teachers understand the pro-business and anti-labor bias of the Hearst press, owned by one of America's most reactionary millionaires?

Second, teachers must present these facts about propaganda to their students. The effect will probably be as Dale maintains, that "half the battle is won when high school pupils are made aware of the fact that they *are* influenced by the motion picture."

But what, then, must American teachers do to win the other half of the battle? On this point, I believe, the yearbook falls somewhat short of its goal. If teachers tell the truth about propaganda, they will certainly come into conflict with the propagandists whom some of the authors have shown to be

the most powerful and best organized business interests in America. I believe that the answer to this question is twofold—first, teachers must form their own strong organizations to defend the right to give facts in their classrooms; second, teachers' organizations must join with organizations of workers, farmers, small middle-class and professional people who are, indeed, the working people of America. In this connection, it is well to keep in mind that these common people are the parents of the great mass of pupils in the nation's schools.

In this organized educational offensive against propaganda, the authors of the yearbook have fired the opening guns. Since no educators worthy of the name can remain neutral in this battle of education against propaganda, they should consider the yearbook on the "must" list for reading, a "must" which should be done now.

JAMES E. MENDENHALL
Lincoln School



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